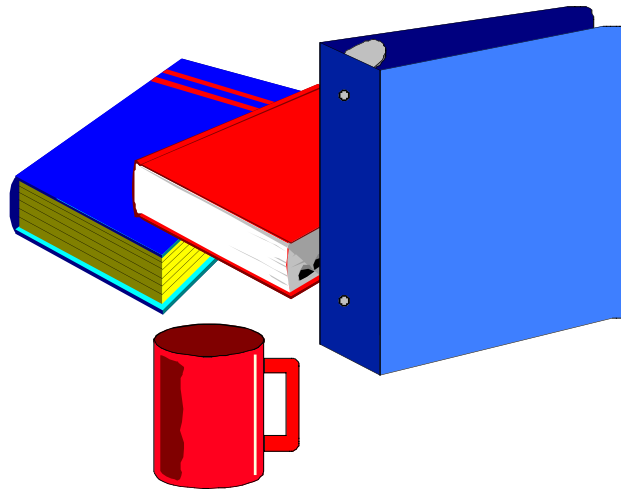**Direct Support Professional Training**
Year 2

Teacher's Resource Guide

Session #7

Teaching Strategies: Personalizing Skill Development

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	**Teaching Strategies: Personalizing Skill Development**	**3 hours**
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
	Total Class Sessions	**12**
	Total Class Time	**35 hours**

Session: 7
Topic: Teaching Strategies: Personalizing Skill Development

Core
Objectives: Upon completion of this session, the DSP should be able to:

1. Demonstrate the ability to identify the steps required
    to complete a task or activity
2. Demonstrate the ability to do individualized teaching
3. Assess the effectiveness of teaching

Time: ***Introduction and Key Words***   10 minutes
               Review of Teaching Strategies,
                   Practice Identifying Skills to Teach   15 minutes
               Discussion, Demonstration and
                   Practice Personalizing Teaching
                   by Using Different Strategies   50 minutes

               BREAK   15 minutes

               Discussion and Practice Using Adaptive
                   Technology And Environmental
                   Adaptations in Teaching   45 minutes
               Discussion on Developing and Using
                   Generalization Teaching Strategies   10 minutes
               Discussion on Assessing the Effectiveness
                   of Teaching   10 minutes
               Optional Activity and Discussion   15 minutes
               Practice Questions   5 minutes
               Ending the Session   5 minutes

               Total Time   180 minutes

Materials: • Overhead Projector or LCD Projector with compatible laptop
                computer and Powerpoint application;
              • Hard copy of overheads or disk with Powerpoint presentation;
              • Some blank overheads, a flipchart, or chalkboard with markers,
                chalk, etc.;
              • *Resource Guide* for all class participants; and,
              • Teaching materials (cap, sunglasses, napkin).

Preparation

Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for the presentation. The information could be presented verbatim or paraphrased, as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to Session #7. We have spent the last two sessions talking about positive behavior support. One of the most important goals of positive behavior support is to help individuals learn new skills as an alternative to challenging behaviors. In this session, we will talk about ways to teach new skills and behaviors, and how to individualize the way we teach.

Your Presentation Notes

Session 7: Teaching Strategies

Personalizing Skill Development

Session #7, Overhead 1

Key Words

Your Presentation Notes

Do

Show overhead #2 and #3

Say

Our key words for today's session (refer to page number in resource guide) are:

- most-to-least prompting strategies
- time-delay prompting
- chaining
- shaping
- partial participation
- adaptive technology and environmental adaptations
- generalization
- responsive teaching

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

Say

Before we talk about how to personalize teaching strategies for each individual learner, we should review what we talked about in Year One sessions about teaching strategies. It's important to review these basic ways to teach people with disabilities before we can be successful in personalizing our approach to teaching for each individual.

This session and our next session requires that each student practice a number of

Key Words
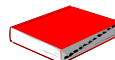
- Most-to-Least Prompting Strategies
- Time-Delay Prompting
- Chaining
- Shaping
- Partial Participation
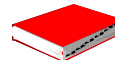
Session #7, Overhead 2

Key Words

- Adaptive Technology and Environmental Adaptations
- Generalization
- Responsive Teaching

Session #7, Overhead 3

activities and skills. This practice is the key to learning how to use these teaching strategies. Throughout the session, I will be moving around the room to observe and support each of you as needed.

Review of Teaching Strategies

Do

Show overhead #4 and #5

Say

Before we carry out a teaching program, we must first establish a good relationship with the individual. We must develop a relationship so the individual feels comfortable with us and likes to interact with us. We can establish a good relationship by spending time getting to know the individual and doing things with the individual that the individual enjoys.

Once we have a good relationship with the individual, we can then use a task analysis to help teach the individual skills that support the individual in leading an independent and enjoyable life. A task analysis specifies each step in the skill that we want to teach the individual how to perform.

We can help an individual learn a new skill through prompting. In the type of prompting we talked about earlier, we provide the least

Your Presentation Notes

Basic Teaching Strategies

1. Establish a good relationship with the learner
2. Task analyze the skill to be taught
3. Provide help with least-to-most assistive prompting

Session #7, Overhead 4

Basic Teaching Strategies

4. Provide positive reinforcers for skill completion
5. Correct errors with more assistance on future teaching opportunities
6. Teach in natural situations

Session #7, Overhead 5

amount of assistance an individual needs to complete a step in the skill. We provide more assistance if our first attempt did not provide enough help for the individual to successfully complete the step. This type of prompting is called least-to-most prompting.

When an individual completes a step in the skill (or the entire skill we are teaching), we help the individual to continue to do the step correctly by providing a positive consequence or positive reinforcer when the step is completed.

When an individual makes an error in completing a step, we help the individual change what she or he did wrong through error correction. We correct errors by providing more assistance when the individual tries the step again, and we provide enough assistance so that the individual does not make an error on the second attempt at doing the skill.

Let's review how we can use these basic teaching strategies.

Do
Demonstrate with a participant who plays the role of an individual with a disability how to teach the skill of wiping his or her face with a napkin.

Your Presentation Notes

Do

Show overhead #6

Make sure the teaching demonstration follows the steps on the task analysis on the overhead. Use a least-to-most prompting strategy. Provide praise (reinforcement) for completing the skill. If any errors are made, be sure to correct them. Review how each of these strategies was applied after the demonstration. Then **show overheads #4 and #5 again**.

Say

Finally, we can make the teaching process fun and meaningful for the individual through naturalistic teaching. In naturalistic teaching, we teach at times and in situations during the individual's regular routine in which the individual wants to perform the skill, and when doing the skill is meaningful for the individual. We will talk more about naturalistic teaching strategies in this and the next class.

Do

Ask the participants to divide into groups of three or four people. Then ask each participant to: (1) think of an individual with a disability with whom the participant works, (2) think of something that would be good to teach the individual to help the person live more independently or enjoyably and,

Your Presentation Notes

**Task Analysis:
Wiping Mouth**

1. Pick up napkin

2. Wipe mouth with napkin

3. Place napkin on
   lap or table

Session #7, Overhead 6

**Basic Teaching
Strategies**

1. Establish a good
   relationship with the
   learner
2. Task analyze the skill to
   be taught
3. Provide help with least-
   to-most assistive
   prompting

Session #7, Overhead 4

**Basic Teaching
Strategies**

4. Provide positive
   reinforcers for skill
   completion
5. Correct errors with more
   assistance on future
   teaching trials
6. Teach in natural
   situations

Session #7, Overhead 5

(3) share the skill that is desired to teach with other group members. Remind the participants that they should focus on a skill that involves something for the individual to do — that is, a skill that involves specific behaviors. Then inform the group that after they have shared their ideas with other group members, the group as a whole should select one desired skill that is to be taught in order to share with the entire class. Prompt each group to tell the class what skill they selected to teach. Write the skills on a blank overhead for the group to see. Finally, tell the group that you will return to the selected skills later in class.

Personalizing Teaching by Using Different Strategies

Say

The basic teaching strategies just reviewed work best when they are suited for each individual learner.

Do

Show overhead #7.

Ask

Each participant to think about the situation in which a new VCR has been purchased for the home where they work. Their job is to set it up and get it working. Ask them to list

Your Presentation Notes

Ways to Learn to Use a VCR

A. Read the manual
B. Watch someone else
C. Follow program instructions while using it
D. Attend an inservice
E. Trial and error
F. Ask someone when you have questions

Session #7, Overhead 7

three ways to learn about the new VCR using the ways that are identified by letters on the overhead. The way they would most like to learn the skill should be firston the list, the next most desired way to learn the skill should be second and the next most desired way should be third. Ask one participant to share his or her list. Then ask how many of the other participants had a different list. In all likelihood, the order of the lists will be different between different participants.

Say
As just indicated, all of us — whether we have disabilities or not — like and respond to some ways of teaching more than others. Each of the teaching strategies we talked about earlier can be adapted depending on how an individual responds to each strategy, and how much an individual enjoys different approaches.

the way we provide assistance to an individual through prompting is one example. Instead of using a least-to-most assistive prompt strategy, we can use a most-to-least assistive approach.

Your Presentation Notes

Do
Show overhead #8

Most-to-least assistive prompting procedures usually work best when an individual is highly motivated to learn how to do something that involves a lot of physical movement. This type of prompting is also best used with individuals who respond well to physical guidance by the teacher.

In a most-to-least prompting approach, we prompt in the opposite manner from a least-to-most approach: we initially guide the individual through most or all of the skill. Then we provide less assistance on later attempts by the individual to complete the skill. In this manner we are providing the individual with a lot of help when first learning how to do the skill.

It is important to note that when we are using prompts as a teaching strategy, we should never try to force the individual through the steps in the skill. We use prompts to teach a skill that an individual **wants** to learn.

Do
Demonstrate how to teach the skill of putting on a cap with a participant who plays the role of the individual, using a most-to-least prompting approach. On the first trial,

Your Presentation Notes

Most-to-Least

Most-to-Least Assistive Prompting:
- initially guide the learner through all of the steps
- provide less and less assistance on later attempts

Session #7, Overhead 8

physically guide the individual to put on the cap by guiding his or her hand to pick up the cap by the bill, place the inside back of the cap on the back of the head, push the cap down with the other hand on the back of the head, and straighten the cap with the hand on the bill.

On the next trial, shadow but do not guide the individual through the steps unless the individual needs help on one of the steps. Make sure to follow the steps just described and praise correct completion of the task.

Say
Can you tell how the prompts provided went from most-to-least assistive? Note how we still followed specific steps and praised completion of the activity. We still used the basic teaching strategies we have talked about. We just changed how we provided help through prompts.

Another way we can change a prompt to suit someone's learning style is through time delay prompting.

Do
Show overhead #9

Say
Time delay prompting is best suited for individuals who tend to become dependent on a teacher's help to complete a learning

Your Presentation Notes

Time Delay

- First, provide a prompt when the natural cue to perform the task is presented

- Then, delay the prompt a few seconds after the cue is presented on later trials

Session #7, Overhead 9

task. Have any of you found that the individuals you work with learn part of a task but then stop at a certain point until you provide physical or verbal prompts to complete the task? For example, in teaching an individual who has severe multiple disabilities to eat with a fork, the individual may pick up the fork, move the fork to gather a bite of food but then wait for a physical prompt before bringing the food to his or her mouth.

Time delay can reduce an individual's reliance on teacher help to complete part of a skill. Initially, a prompt such as a verbal direction is provided immediately when the natural cue to perform a task is provided. As we just talked about in teaching how to put on a cap, the natural cue would be the presence of the cap in front of the individual. This could be paired with a verbal prompt to pick up the cap. We would present the cap on the second trial for a time delay procedure. Then we would wait a few seconds before we provided the verbal prompt. That is, we would delay the prompt.

Using time delay prompting in this manner, after a number of teaching sessions with the delayed prompt, some individuals will begin to respond to the natural cue and pick up the cap before we provide the verbal prompt. In this manner, the individual does not become dependent on our help to complete the task.

Your Presentation Notes

Do

Demonstrate a time delay procedure by teaching a participant, who role plays an individual, to put on a pair of sunglasses. First, guide the individual through the process of putting on the sunglasses using a most-to-least prompting approach. Next, present the sun glasses and wait 2 - 3 seconds before providing a verbal cue to put on the sunglasses (prior to the demonstration, instruct the participant to pick up the sunglasses before the verbal prompt on the second teaching session).

Say

Keep in mind that often individuals will require a number of teaching sessions before responding prior to the verbal prompt. It is also important to remember to reinforce the individual's response to the verbal prompt, as was done in the demonstration. The intent is for the individual to respond right away and not wait for the prompt in order to get the reinforcer quickly.

Do
Show overhead #10

Say

To this point, all of our teaching strategies have involved what is called a whole task teaching approach. That is, each time we teach the target skill, we teach all the steps that make up the whole skill — we teach each step in the task analysis.

Your Presentation Notes

Whole Task Teaching

Teaching every step in a skill each time the skill is taught

Session #7, Overhead 10

For some individuals, the whole task approach may be too confusing because the task analysis includes so many steps. There are too many steps for the individual to learn at one time. In such cases, we can make the learning process easier through a teaching strategy called chaining.

Do

Show overhead #11

Say

With chaining, we teach skills to individuals one step at a time, and we teach each step in a set order. By teaching each step one step at a time, we teach the individual a chain of steps or behaviors. When the steps are completed in order, they make up a useful skill. Each step in the skill is one part of the chain. The steps are linked together just as each part of a chain is linked to another part.

In Year 1 training, we talked about task analysis and how people use it in everyday life. Think of the 5th digit in your telephone number right now.

Does everyone have it?

How many of you had to say each number to yourself in order to come up with the 5th digit?

Your Presentation Notes

Chaining

Teaching one step in a skill at a time, and teaching each step in a set order

Session #7, Overhead 11

Your Presentation Notes

When we think of the 5th numeral in our telephone number, most of us have to say each number in order until we come to the 5th one. When we first learned our telephone number, we probably learned it through chaining. We learned the first number, then the second, etc., until we learned all seven numbers in order.

Each numeral in our telephone number is part of a chain of numbers, and they are linked together such that one number serves as a signal for the number that comes after it. We can use this same basic way to teach useful skills to individuals.

Do
Show overhead #12

Say
There are two types of chaining. In forward chaining, we teach each step in a skill in a forward manner. We teach how to do the skill by teaching the first step in the skill, then the second step, then the third, etc. We continue to move forward through each step until the complete skill has been taught. Remember though, we only teach one step at a time and only move to the next step in the chain after the individual can do the former step.

Forward Chaining

Teaching each step in a skill one at a time. Teaching each step in a forward order (first step to last step) in which the skill is usually performed

Session #7, Overhead 12

Do

Show overhead #13

Say

In backward chaining, we start by teaching the last step in the chain, then the next-to-the-last step, etc., until all of the steps are taught.

Do

Ask the participants if they can think of a reason why we might teach the steps of a skill in a backward manner. Prompt discussion around the rationale that by teaching the last step of a skill first, the individual can obtain the reinforcer for finishing the skill quickly (i.e., the individual obtains the reinforcer after doing only one step). In this manner, the individual may then be more motivated to learn and complete the other steps in the skill in order to get to and complete the last step in the chain that results in reinforcement.

Do

Show overhead #14

Say

For example, here's a brief task analysis of calling a friend on the phone. By starting with the last step, the individual is reinforced by getting to talk to a friend. He or she may then be motivated to learn the other steps so

Your Presentation Notes

Backward Chaining

Teaching each step in a skill one at a time and, teaching each step in a backward order (last step to first step) from the way the skill is usually performed

Session #7, Overhead 13

Calling a Friend on the Telephone

1. Find personal address/phone book
2. Find the friend's name and number
3. Place the call by pressing the numbers in correct order
4. When phone is answered, ask to speak to friend

Session #7, Overhead 14

that calling a friend can be something to do independently.

Say

In both forward and backward chaining, we teach with the same procedures we have talked about before such as prompting and reinforcement. However, we only teach one step in the entire skill at a time, and the order in which we teach each step differs depending on whether we are using forward or backward chaining.

Do

Inform participants that because the teaching approaches that have already been practiced in class have involved teaching skills in a forward manner (even though on a whole task basis), only backward chaining will be demonstrated. Then, demonstrate teaching a participant how to wipe his or her face with a napkin using the following backward chaining procedures:

First, guide the person's hand with the napkin to the person's face. Then using a prompting and reinforcing process, teach putting the napkin on the table.

Second, guide the hand to the person's face and use the same process to teach wiping the face and then putting the napkin down; reinforce only after putting the napkin down.

Your Presentation Notes

Third, teach picking up the napkin, then wiping, then putting the napkin down all in order. Reinforcing only after putting the napkin down.

Say

Note how we started with the last step of the face-wiping skill and moved backward through the steps until we had taught all steps. Note also how we reinforced only after the end step of putting the napkin down.

Do
Show overhead #15

Say

Another way to teach that we have not talked about is shaping. Shaping can be most useful with individuals who do not like to be prompted while learning to do a skill. With shaping, we reinforce an individual's behavior as the behavior becomes more and more like the skill that we want to teach. At first, we reinforce any attempt the individual makes to do the skill. On the next attempt, we reinforce only when the individual does the skill a little bit better. The end result of the shaping is that the reinforcer is provided only when the individual does the skill just right.

To show how shaping can be used to teach, think about an individual who may be shy about trying new things. For example, the

Your Presentation Notes

Shaping

Teaching a skill by reinforcing behaviors that appear closer and closer to the desired skill

Session #7, Overhead 15

individual may be shy about sitting with visitors in the individual's home when the visitors are in a group in the living room. For a number of reasons, we would not want to force the individual to be with the group. Rather, we would want to teach the individual how to become part of a group in a way that is desirable for the individual. Using shaping, we might first smile warmly at the individual as he or she looks in on the group from the hallway. Next, as the individual walks by or closer to the room, we could say something nice to the individual. When the individual enters the room we would again say something nice, and eventually, we would say something nice or praise only when the individual actually was present in the group.

Do
Ask the participants to get back in their groups. Show the blank overhead on which the skills that the participants selected to train were previously written. Ask the groups to take the one skill they selected and as a group, discuss how that skill could be taught to an individual. Instruct the groups to think first about the basic teaching strategies of task analysis, least-to-most assistive prompting, reinforcement and error correction, and then to think how these strategies might be made better for the individual by using one or more of the strategies covered in this class

Your Presentation Notes

(most-to-least prompting, time delay prompting, chaining, shaping). Ask the participants to think how one or more of the new strategies might be used to overcome obstacles that may arise during teaching. Finally, ask various groups to share their teaching ideas with the rest of the class.

Note: Be prepared to assist each group if the presentations do not follow the protocol for the teaching strategies you are using here. It is important that each participant complete the assignment correctly in order to make sure that these teaching strategies are understood.

Say

When thinking about all the teaching procedures we have talked about, a concern that comes up a lot is why should we spend time teaching when we know some of our individuals will always require support to get through their day. That is, people wonder at times why we should teach when it seems clear that an individual will never completely learn to do the whole task. It is of course true that we have not yet learned how to teach all things to all people. However, even when we do not know how to teach a given individual how to completely perform an important skill, it can still be very useful to teach the individual how to do part of the skill by him or herself.

Your Presentation Notes

Do

Show overhead #16

Say

Teaching how to do part of a skill allows a person to have increased control over his or her life through what is called partial participation. Even when people do not know how to do everything related to a certain activity, their lives can be more enjoyable and independent if they learn the skills to partially participate in the activity.

Do

Ask participants to think of some things that they participate in on a partial basis that they enjoy doing. If the participants have trouble thinking of examples, prompt ideas by giving an example. For instance, ask if they or anyone they know likes to work on their car engine, even though they do not know everything about building or fixing car engines (i.e., they need support from mechanics or other people to fix certain things on their cars).

Say

Individuals with disabilities, just like everybody else, can enjoy many activities if they learn skills to allow them to participate in activities on a partial basis. Learning skills in whole or in part can provide increased opportunities for individuals to participate in

Your Presentation Notes

Partial Participation

Teaching skills to participate in part but not all of an activity

desired and meaningful community activities along with friends, neighbors and family members.

Participating on a partial basis also makes it possible for more learning to occur through a type of cooperative teaching process. When individuals partially participate in an activity, they can learn more about the activity by watching and interacting with other people who are fully participating. For example, someone who cannot fully participate in playing golf because of physical limitations, might enjoy going to a golf tournament with others who are there to watch a favorite golfer. He or she can learn more about the game and be a more knowledgeable fan.

Your Presentation Notes

Using Adaptive Technology and Environmental Adaptations to Assist With Teaching and Learning

Say

As many of you are aware, in a lot of cases we can increase the success of our teaching activities by using adaptive devices and environmental adaptations. That is, we can help individuals acquire useful skills by making changes in their physical environment.

Do
Show overhead #17

Say

Adaptive devices and environmental adaptations are most often used for one or more of the following three reasons. First, these types of changes in the physical environment are used to make learning a new task easier for an individual. Second, adaptive devices and environmental adaptations are used to help overcome certain steps in a skill that an individual cannot perform due to physical or sensory disabilities. Third, making changes in the physical environment can help make the learning process more fun for the individual. We will talk about each of these general ways to help make the teaching process work for the individual.

Your Presentation Notes

Adaptations

Adaptive devices and environmental adaptations are used in teaching to:
1. make a skill easier to learn
2. overcome physical or sensory disabilities
3. make learning a skill more fun

Session #7, Overhead 17

Do
Show overhead #18

Say

When teaching certain skills to individuals, we sometimes observe that some steps in the task analysis are much harder for individuals to learn to do than are other steps. We can make changes in the physical environment to make those hard steps easier for the individual to learn. When teaching an individual to put on his or her shoes, we may find that the individual can do all the steps except that he or she has a lot of trouble tying the shoe strings. We could make that step much easier by using shoes that have Velcro fasteners instead of shoe strings. On the other hand, we could eliminate this step altogether by using loafers that do not have to be fastened in any way.

Do

Ask participants to share examples of how they have made a task easier for an individual through environmental adaptations. If they have trouble providing examples, present some other examples (e.g., making the on/off switch on a TV easier to recognize by painting it a bright color or marking it with tape; picture cookbooks).

Your Presentation Notes

Physical Environment

Changing the physical environment to make certain steps in a task analysis easier to learn

Session #7, Overhead 18

Say

Sometimes individuals have problems learning a task not because they have difficulty doing a certain step but because they have trouble remembering when to do the step as part of the task analysis. This problem is likely to occur with tasks such as various jobs at a work site. Some jobs involve a large number of steps that must be performed in an exact order to be able to complete the job. In such cases, picture cues can be used to help the individual remember when to do the task step.

Picture cues involve posting a picture of someone doing a certain step in the task analysis. As part of the teaching process, individuals can be taught to periodically look at the picture as a reminder about what to do next in the task analysis. For many individuals, it can be helpful if we use pictures of them completing parts of a task as the picture cues. Remember, we talked about using pictures to communicate earlier.

Do

Show overhead #19

Say

Many of us use adaptive devices to help overcome physical or sensory impairments. For example, how many of you wear glasses to help overcome problems with seeing?

Your Presentation Notes

Changing Physical Environment

- **Using the voice to turn things on**
- **Pressure-activated switches that turn things on**
- **Eating utensils with large handles**
- **Wheel chairs with hand grasps on wheel rollers**

Session #7, Overhead 19

We can also help individuals in the teaching process by making changes in the physical environment to overcome problems in completing certain steps in a task analysis due to physical or sensory problems.

Do

Show overhead #18 again

Review examples of environmental adaptations to help overcome physical or sensory problems on overhead #18 (e.g., Voice Output Communication Aids, pressure-activated touch switches to turn on a CD player, eating utensils with enlarged handles, wheel chairs with hand-grasps on the wheel rollers). Prompt participants to share some of the examples that they have used.

Note: If teacher has samples, bring them into class for demonstration.

Say

The third way we use changes in the physical environment to help with the teaching process is to make learning a skill more fun for the individual. Some of us like to listen to our favorite music while we do a certain task, or we like to do various tasks with certain friends. Doing things while we listen to music or with friends makes the tasks more fun for us. We can use the same general approach while teaching individuals important skills.

Your Presentation Notes

Physical Environment

Changing the physical environment to make certain steps in a task analysis easier to learn

Session #7, Overhead 18

One good way to make a teaching task more fun for an individual is to include a lot of individual choice within the teaching process. Think back to the earlier session in which we talked about the importance of choice on making life more enjoyable for individuals, and how we can provide choices during the individual's daily routine. We can use the same procedures to help make teaching more fun for individuals. For instance, if we wanted to help an individual learn how to zip a jacket, we could first involve the individual in purchasing a jacket that the individual really likes. The individual may then be more motivated to learn how to zip the jacket in order to wear it than if we simply selected a jacket for the individual for teaching purposes.

Do
Show and review how we can provide choices during the teaching process to make the process more fun for the individual.

Do
Show overhead #20

Do
Review the ways that you can make the process more fun (i.e., choice of reinforcers to earn, choice of materials for work or activity, choice of where to have a teaching session, choice of when to take a break

Your Presentation Notes

Choices Make Learning Fun

- Provide choice of reinforcers to earn
- Provide choice of materials for work or activity
- Provide choice of where to do teaching
- Provide choice of when to take a break from teaching

Session #7, Overhead 20

during the teaching). Next, ask the participants to get back into their groups to discuss the skill they selected to teach during the last group activity. However, this time instruct the participants to talk about ways they can make the teaching process enjoyable for the individual. Prompt each group to share their ideas with the entire group.

Say

To review briefly, we make changes in the physical environment to: (1) make learning a task easier, (2) overcome physical and sensory disabilities and, (3) make learning a task more fun. When using adaptive devices and environmental adaptations for any of these reasons, it can be helpful to follow several steps.

Do
Show overhead #21 and #22

Say

First, we look at our task analysis. Second, we review each step in the task analysis and decide if there is a way to change the environment to make the step easier, to eliminate the need for the step or to make the step more fun. Third, we make the changes identified in the second step of the process. Fourth, we try teaching the skill using the steps with the changes that have been

Your Presentation Notes

Personalizing Teaching

Steps for personalizing teaching by changing the physical environment:
1. look at the task analysis
2. review each step to decide if a step can be made easier, eliminated or made more fun

Session #7, Overhead 21

Personalizing Teaching

3. make the changes identified in step 2
4. teach the skill with the changes made
5. repeat steps 1 - 4
6. repeat all steps until the teaching activity is as easy and fun as possible

Session #7, Overhead 22

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made. Fifth, we repeat steps one through four. Sixth, we repeat the entire process until we have made the teaching activity as easy and enjoyable as we can for the individual.

Developing and Using Generalization Strategies

Say

Remember in our very first class on teaching strategies we talked about the purpose of teaching.

Do
Show overhead #23

Say

The reason we teach is to support individuals with disabilities in learning to live as independently and enjoyably as possible. In order to fulfill this purpose, we must make sure that when we teach a skill to an individual, the individual can use the skill in whatever situation the skill is needed. That is, the individual must be able to generalize the skill across situations.

Your Presentation Notes

Purpose of Teaching

To support the learner in living as independently and enjoyably as possible

Session #7, Overhead 23

Do
Show overhead #24

Say
Learning to generalize a skill means the individual can use the skill in whatever situation the individual needs the skill. To be most useful the individual should be able to use the skill in different environments in which the individual lives, works or plays.

Learning to generalize skills across situations can be very hard for many individuals with disabilities. Because it can be hard to generalize newly learned skills, we must use certain procedures to teach the individual to generalize important skills – we must teach to generalize.

Teaching to generalize involves teaching the skill in different situations. The more situations in which we teach a skill, the easier it will be for the individual to then generalize and use the skill in new and other situations in which the individual may need the skill.

Do
Ask participants to share some examples they may have encountered in which an individual could do a skill but had trouble using the skills in new situations. For example, an individual who can use the washing machine at home, but not in the apartment where he or she is planning to move. The knobs,

Your Presentation Notes

Learning to Generalize

Being able to use a skill in new and different situations in which the skill is needed

Session #7, Overhead 24

directions, etc. are totally different. Other examples might include using a soft drink machine or ordering a meal.

Do

Show overhead #25

Do

Show and review how situations can be made to differ in order to teach an individual to generalize a skill across situations.

Say

There are two main ways we can use different situations during the teaching process in order to help the individual learn to generalize the skill across new and different situations. The first way is to include different situations (e.g., different teachers, different teaching materials, teaching in different locations) during all of the teaching process. This way is probably the best way to help an individual be able to generalize a newly learned skill. However, this way can also slow down the teaching process because it can make learning the skill more difficult at first. When first learning a skill, it can be confusing at times to learn the skill if it is taught in so many different situations.

Your Presentation Notes

Teaching Generalization

Using different situations to teach a learner to generalize a skill across situations:
- Involve different teachers
- Teach with different materials
- Teach in different locations

Session #7, Overhead 25

A second way to teach an individual to generalize a skill is to include different situations toward the end of the teaching process. That is, we first teach the skill to the individual in one situation (e.g., one or a small number of teachers, one set of teaching materials, teach in one location). Then, after the individual has learned to do the skill in the one teaching situation, we work with the individual in different situations, and teach as needed in those situations.

One good way to make sure we teach a skill in a manner such that the individual can use the skill in different situations is to make sure that we are teaching truly meaningful or functional skills. Meaningful or functional skills are skills that people, whether they have disabilities or not, need in natural communities in which they live, work or play. We will talk a lot about making sure we teach meaningful or functional skills in a later class session.

Assessing the Effectiveness of Teaching

Say
In this session we have discussed a number of different ways to teach. Usually, it is best to begin teaching by using the basic teaching procedures we talked about at the start of

Your Presentation Notes

this session as well as in previous sessions on teaching strategies.

Do
Show overhead #26

Say
Remember the basic teaching strategies? First, we begin with a task analysis and then provide help to the individual to do each step in the task analysis by using a least-to-most assistive prompting approach. We also reinforce the last step correctly completed and correct errors that may have occurred by an individual doing something other than the correct step.

After we have begun the teaching process, we can then change how we are teaching by using any of the procedures we have talked about in this class. We decide whether to change how we are teaching by responding to what the individual is doing. That is, we use responsive teaching.

Do
Show overhead #27

Say
With responsive teaching, we watch how the individual responds to what we are doing, and then make changes in how we teach based on what we see the individual doing.

Your Presentation Notes

Basic Teaching Strategies

- Task analysis
- Least-to-most assistive prompting
- Reinforcement
- Error correction

Session #7, Overhead 26

Responsive Teaching

Basing how we teach on how the learner responds to what we are doing

Session #7, Overhead 27

In this way we can truly personalize our teaching strategies for each individual. There are three key things we look for in order to make our teaching responsive and personalized.

Do
Show overhead #28

Say
The first thing we look for is how much the individual appears to like or dislike our teaching approach. If we see that the individual does not like something we are doing (for example, standing too close, talking too loud, going too fast), we try to change our teaching to make it more enjoyable for the individual. Remember, a major goal of teaching is to help the individual lead an enjoyable life. One small but important step in reaching that goal is to make our teaching process as enjoyable as we can for the individual.

The second thing to look for in deciding whether we should change our teaching process is how well the individual is learning the steps in the skill that we are teaching. In Year 1, we learned that one way to evaluate teaching effectiveness is to keep track over time of how many steps in the task analysis the individual is completing without any prompting or help from the teacher. If our records show that the individual is not

Your Presentation Notes

Look for Three Things

Three things to look for in responsive teaching:
1. Does the learner like or dislike what we're doing?
2. Is the learner making progress in learning the skill?
3. Is the teaching strategy comfortable for the teacher?

Session #7, Overhead 28

completing more steps without teacher help, then we should change how we are teaching in order to bring about more progress.

The third and final thing to look for in deciding whether to change our teaching approach is how comfortable the approach is for the teacher. Some of us like certain teaching strategies more than others. Usually we are better at teaching if we are using strategies that we are comfortable with and like to use. If we find that after using a certain teaching strategy that we are not very comfortable using it, we should try other approaches until we find one that makes us feel more comfortable.

Say

As referred to earlier, a critical part of teaching is to ensure we teach skills that truly support people with disabilities in natural communities in which people live, work and play.   In our next session, we will be talking about successful ways to teach those skills.

Presentation and Review of Optional In-Class Activity

Note: If you have time at the end of this session, here is an optional activity you can use. You could also use this for a homework activity. You can use the teacher's script

Your Presentation Notes

below for either a wrap-up of this session or as a lead-in to the next session.

Say

In our *Resource Guide*, you will find an activity titled *Teaching Situations* (please refer to the appropriate page number). In this activity, think about someone with whom you work and answer the questions on the worksheet.

After about 5 minutes -

Say

You were asked to select an important skill to teach to one of your individuals. You were also asked to note in which situations the skill would be needed by the individual, and likely obstacles that might come up in terms of being able to effectively teach the skill to the individual.

What did you come up with?

Do

Lead a discussion about the barriers to teaching that participants have noted using the material from this lecture.

Say

In this class we have talked about ways to overcome obstacles to teaching. We have also talked about how to make sure the skill we teach can be used by the individual in natural environments in which the individual lives,

Your Presentation Notes

Resource Guide

Optional Activity:
Teaching Situations

First name of individual to whom you would like to teach an important skill:

Skill to teach:

Situations in which the individual lives, works or plays and in which the person can use the skill to be taught:

Likely obstacles to overcome in teaching the individual to use the skill in the situations noted above:

works and plays by *personalizing our teaching strategies for each individual.*

Practice Questions

Say

In your *Resource Guide* (refer to the appropriate page), you will find some practice review questions about this session.

Please take a few minutes to read the questions and mark your answers on the practice form. You can work together with a partner.

Wait about 5 minutes

Say

Let's review your answers. **(Note:** The answers are in bold in your teacher's guide.)

Do

Make sure that all of the questions are answered correctly and review the information as needed.

Your Presentation Notes

Ending the Session

Say

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of each *Resource Guide.* All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. Any questions? See you next time.

Your Presentation Notes

Key Word Dictionary
Teaching Strategies: Personalizing Skill Development
Session #7

Adaptive Technology and Environmental Adaptations
Objects and devices that are made or changed specifically to help an individual learn or do an important skill. For example, controls on a TV may be painted with colors to help an individual pick out the off/on button or the channel change button. Adaptive devices (also called environmental adaptations because they change or adapt the regular environment) can be used to make learning a new skill easier, to help an individual overcome a physical or sensory disability, or to make learning a new skill more fun.

Age Appropriate
Learning and doing things that are similar to what people without disabilities of the same age group usually do. When teaching skills to individuals with developmental disabilities, it is usually in the best interest of the individuals to teach skills that are the same skills that other people their age learn and do.

Chaining
Teaching one step in a skill at a time, and teaching each step in a set order.

Generalization
Learning to use a newly learned skill in whatever situation the individual needs or wants to use the skill. Generalization is an important part of teaching in that we want to help an individual *generalize* or apply the skill not only during the teaching situation, but in any situation the individual needs or wants to use the skill.

Most-to-Least Prompting Strategies
Using these strategies, you initially guide the individual through all of the steps and then provide less and less assistance on later attempts.

Partial Participation
Teaching or supporting an individual to participate in an activity even if the individual does not have the skills to do all of the activity, but has some of the skills to *partially* participate in the activity. Having chances to partially participate in an activity can help individuals enjoy their daily lives more and learn more skills.

Responsive Teaching

Teaching skills to an individual in a manner that is best suited to the individual. The exact way of teaching is based on how the individual *responds* to the teaching. Responsive teaching is a way to make sure the teaching is effective for the individual and that the individual likes the way the teaching occurs.

Shaping

Teaching a skill by reinforcing behaviors that appear closer and closer to the desired skill.

Time Delay Prompting

Initially provide a prompt when the natural cue to perform the task is presented and then delay the prompt a few seconds after the cue is presented on later teaching sessions.

If You Want to Read More About
Teaching Strategies: Personalizing Skill Development

Bambara, L. M., & Koger, F. (1998).
<u>Opportunities for Daily Choice Making</u>. Washington, DC: American Association on Mental Retardation.

Belfiore, P. J., & Toro-Zambrana, W. (1994).
<u>Recognizing Choices In Community Settings By People With Significant Disabilities</u>. Washington, DC: American Association on Mental Retardation.

Everson, J. M., & Reid, D. H. (1999).
<u>Person-centered Planning And Outcome Management: Maximizing Organizational Effectiveness In Supporting Quality Lifestyles Among People With Disabilities</u>. Morganton, NC: Habilitative Management Consultants.

Parsons, M. B., Harper, V. B., Jensen, J. M., & Reid, D. H. (1997).
Assisting older adults with severe disabilities in expressing leisure preferences: A protocol for determining choice-making skills. <u>Research in Developmental Disabilities</u>, *18,* 113-126.